

THE USE OF GAMES WHEN TEACHING A FOREIGN LANGUAGE AT THE UNIVERSITY

Pidaeva Shahnoza Bahtiyarovna

Interfaculty department of the English language

National University of Uzbekistan named after Mirzo Ulugbek, senior teacher

ABSTRACT

The article discusses the possibilities of using word games in the process of teaching a foreign language at a university. The main classifications of games are given, while the main attention is paid to games of a lexical nature. The article substantiates the conditions that make it possible to use verbal games as effectively as possible in foreign language classes, and also provides examples of games at different stages of working with students.

Keywords: *teaching a foreign language, game methods of teaching a foreign language, language games, lexical games, adult education.*

АННОТАЦИЯ

В статье рассматриваются возможности использования словесных игр в процессе обучения иностранному языку в вузе. Даны основные классификации игр, при этом основное внимание уделено играм лексического характера. В статье обоснованы условия, позволяющие максимально эффективно использовать словесные игры на занятиях по иностранному языку, а также приведены примеры игр на разных этапах работы со студентами.

Ключевые слова: *обучение иностранному языку, игровые методы обучения иностранному языку, языковые игры, лексические игры, обучение взрослых.*

INTRODUCTION

Mastering a foreign language at the university implies the formation of a number of competencies among students. In particular, graduates should be able to communicate orally and in writing in a foreign language and solve problems of interpersonal and intercultural interaction. Therefore, students should have certain knowledge (for example, knowledge of language means) and skills (use speech communication formulas, formulate their point of view, etc.), as well as be able to correlate language means with specific situations of intercultural speech communication. The solution of this complex, "global" task occurs during the entire period of teaching a foreign language at a university and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this

context, it is customary to talk about the use of new information and communication technologies, active teaching methods and a differentiated approach. However, the "basic element" is the methods and techniques of teaching a foreign language that the teacher uses in the classroom, working directly with students.

DISCUSSION AND RESULTS

Students' knowledge and mastery of language means, their use in communication depend on how effectively this material was presented, fixed and worked out. A method that allows: a) motivate students to study the subject, b) promotes the development of language and speech competence, c) promotes faster and more solid assimilation of the material, is a game. Is the use of games in the student audience justified? And if so, which games will best contribute to the development of language skills? In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults. It would be appropriate to give classifications of games that will allow you to navigate which games can contribute to the development of certain language skills. Thus, M. F. Stronin identifies the following types of games:

1. Lexical.
2. Grammatical.
3. Phonetic.
4. Spelling.
5. Creative approach.

The first four can be attributed to the so-called language, the purpose of which is the formation of appropriate skills. Creative games are complex in nature, involve the creative application of acquired knowledge and skills in a game situation. There are other classifications of games. A.V. Konyshcheva divides games according to their purpose into language and speech (communicative). E.V. Dushina talks about linguistic games and divides them into non-communicative, pre-communicative and communicative-oriented, depending on the competencies being formed. It is obvious that in all classifications we are talking about 1) games in which the assimilation of material (new lexical units, grammatical constructions), the development of individual language skills (phonetic, grammatical) and 2) games aimed at transferring the studied material and skills in a non-linguistic form.- standard situations when communicating inside the game. At the same time, it is important to take into account the principle of didactic sequence: first, tasks are performed for memorization, for reproduction (including by sample), and then for creative application of the studied material. For the games discussed in the article, we propose the name "word games" – they are all related to the word, its spelling, meaning, compatibility with other words

(according to Stronin's terminology, both lexical and spelling games can be attributed here). Word games allow students to: - expand vocabulary by getting to know new lexical units; - learn more familiar lexical units; - practice writing words; - to activate speech-thinking activity; - gets acquainted with the compatibility of lexical units, stable expressions, phraseological units.

The following can be attributed to word games:

1. Anagrams
2. Crosswords
3. Search for words among the letter chaos (Wordsearch)
4. "The Gallows" (The Executioner)
5. "Balda" (a word game in which it is necessary to compose words using letters added in a certain way to a square playing field).
6. "Words" (composing short words from one long one, often for a while).
7. "Decoding" (composing a word from an existing set of letters).
8. Chain of words (making a list of words by replacing one letter in each subsequent word, possibly based on definitions).
9. Constructor (compilation of words from morphemes presented on separate cards).
10. "One letter means many words" (students call the words known to them, denoting a certain letter of the alphabet).
11. "The last letter" (to name a word starting with the last letter of the previous one; it is worth noting that in English, taking into account the unpronounceable -e at the end of the word, you can suggest starting the word with the last sound of the previous one).
12. "Missing letters" (guess the word only by vowels/consonants).
13. Hot chair (guess the word by its definition, synonyms, antonyms, etc.) and others. Some games involve group work, team competition (for example, a hot chair, a constructor, etc.), some – work in pairs; such games as "Gallows", "Anagrams", "Chains of words", it is appropriate to conduct frontal, presenting the material on the board. In general, students consider the use of games in English lessons to be "an interesting, effective method that allows them to memorize the material better." Of course, verbal play in English classes at the university should not be an end in itself, although in some cases it can serve as a kind of "discharge" after hard work. When organizing a game in a foreign language lesson at a university, the teacher should take into account general methodological principles, as well as the principles of adult education pedagogy (after all, the student audience often pretends to be "adult", and at the same time responds equally willingly to the techniques and methods used with

children): - adults should know why they teach this or that other material. Therefore, the teacher should be ready to explain how the game will help students in learning a foreign language; - adults consider learning as a solution to problems, they learn, including from their own experience, "in practice", and the use of word games can provide more opportunities for this than simply doing exercises from a textbook; - the game should be well thought out, have clear rules and simple conditions, be under the supervision of a teacher; - the game should take place in a friendly atmosphere, providing the student with opportunities for self-expression, self-development; - the game should contain an element of competition (under the initial condition of equality of participants / teams), which can activate the mental activity of students, encourage them to actively participate. Here are examples of using different games at different stages of organizing a foreign language lesson. At the warm-up stage, when the task of the teacher is to update the knowledge and experience of students on a certain topic, "setting up" for work, students can be invited to play "Missing letters", "Decipher", "Constructor". At the same time, the word should either be already familiar to most students, or it can be predicted based on the topic. For example, the word "adventure" in the game "Missing Letters" can be represented on the board as ". d v. n. t. r." as part of the discussion of the general topic "holidays with adventures". Games such as word search, crosswords, decoding are often used when working out vocabulary on a specific topic. Such a task is not uncommon in school and foreign textbooks/workbooks, but textbooks for higher education, especially vocational guidance, do not often offer students such an exercise-game. This turns out to be quite effective when students themselves create a "letter chaos" /crossword puzzle as a creative task and offer it in class to work in small groups. The team game "Hot Chair" can be offered to students when completing work on a topic, when lexical units/phrases have already been repeatedly presented to students in texts and exercises. The essence of the game is as follows: the team representative must guess the word written on the blackboard, which can be suggested by the teacher or another team, according to the hints and explanations of his team. The student is sitting with his back to the blackboard and does not see this word. Associations and ways of explaining words that come to the mind of modern students sometimes amaze with their originality and creative approach, showing that students are trying to actualize and transfer knowledge from other subject areas in a foreign language. It is necessary to encourage students to express ideas in a foreign language so that they get involved in communication, practice sentence-building skills, and certain speech formulas. At the same stage, you can also play "gallows"; usually students actively think, offer options, not wanting the game to end in a loss. The Word Chain game can be played

with entry-level students, as it often contains short "simple words of 34 letters". However, if definitions of mutable words are used, the task for students becomes more complicated. Some games can be used to introduce new words by focusing on their spelling. The teacher can be advised not to "take the whole blow" on the compilation of the game on himself, but to delegate part of the work to the students – for example, on the choice of lexical units in the game within the framework of the topic. Thus, they feel involved, responsible for the correctness of the presentation of the material, for the success of the game. And in this case, using the game in a foreign language lesson really becomes an effective technique.

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